

<insert course name here>

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I. COURSE DESCRIPTION:

With assistance from a Learning Specialist, the CICE student will partake in this course, and will develop a basic understanding of various disabilities. The CICE student will acquire skills to be able to assist with planning for individual needs, while working with the Educator to support the needs of the entire group in an inclusive environment. The focus is on using a team approach, with active family involvement to support the child with special needs in inclusive educational settings.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate the basic ability to:

1. **contrast historical trends of special education to current methods of inclusion based on a collaborative/developmental model.**

Potential Elements of the Performance:

- summarize the rationale for early intervention and inclusion
- recognize best practices for inclusive early childhood programs based on current research
- outline Canadian legislation which impacts on individuals with special needs
- recognize provisions related to children with disabilities from the *Child Care and Early Years Act, 2014*

2. **delineate the causal factors for specific disabilities**

Potential Elements of the Performance:

- be familiar with the major categories of exceptionalities
- recognize the causes and incidence for specific disabilities
- outline the impact on the child's development as well as the implications for early childhood educators

3. **Be aware of the factors and practices which contribute to an effective inclusive learning environment for children with special needs**

Potential Elements of the Performance:

- foster inclusive learning environments that allow all children to participate in ways that are meaningful and recognize individual abilities and approaches to learning
- identify and respect the variations that occur in children's development
- suggest ways for supporting children with special needs in developing their cognitive, language, self-care, social/emotional and physical skills

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- **be aware of** skills early childhood educators can utilize to promote positive learning experiences for young children with special needs
- provide flexibility and choice in learning materials and opportunities in order to optimize development and learning for all children and their families
- explore appropriate technology and assistive technological tools to optimize all children's development and learning

4 **examine strategies for building and maintaining responsive relationships with families**

Potential Elements of the Performance:

- identify the valuable input that families contribute as experts in their children's abilities, interests and ideas
- develop strategies to communicate with families the benefits of inclusive and play-based learning
- recognize opportunities to communicate children's developmental progress to families in an on-going manner
- identify issues that are common among families of children with special needs
- demonstrate an awareness of strategies that educators can utilize to effectively support families of children with special needs
- recommend and support families access to appropriate community resources

5. **investigate various disabilities and design curriculum activities for children with special needs.**

Potential Elements of the Performance:

- thoroughly research an area of interest and discuss strategies that can be utilized to support the child and family
- be familiar with the process of developing individual program plans and family service plans
- identify activities that take into consideration the principles of universal design so that these activities can be engaged in by all children, regardless of their developmental needs
- identify inclusive curriculum that incorporates learning throughout all activities of the day and reflects children's daily lived experiences

6. act in a professional manner

Potential Elements of the Performance:

- use self-reflection and self-evaluation skills in an ongoing manner
- contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.
- communicate clearly, concisely, and effectively in written, spoken, and visual form
- work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals
- take responsibility for one's own actions, decisions, and consequences
- apply an accepted standard of writing, grammar, spelling and format to all submitted documents.
- cooperate fully with policies and procedures outlined in the Student Code of Conduct and ECE Confidentiality Policy.

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Historical perspective, legislation and current approaches
2. Partnering with Families and Facilitating Program Transitions
3. Preparing Educators to provide inclusive environments
4. Classifications of developmental differences
5. Cognitive Differences
6. Sensory Differences – Vision and Hearing
7. Language, Speech and Communication Differences
8. Orthopedic and Health Problems
9. Social, Adaptive and Learning Disorders
10. Individual Program Planning

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

Allen, K.E, Cowdery, G.E., Paasche, C.L. et.al (2015). *Inclusion in Early Childhood Programs – Children with Exceptionalities*. Sixth Canadian Edition. Nelson Publishing

Ontario Ministry of Education. (2015, June 8). *Ontario Regulation 137/15 Child Care and Early Years Act, 2014*. Retrieved 2015, from e-Laws:

<http://www.ontario.ca/laws/regulation/r15137#top>

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Purchased in previous semesters:

Jamieson, J., Bertrand, J., Elfenbaum, M., & Koshyk, J. (Eds.). (2012). *The science of early child development* (3rd ed.). [Online resource]. Winnipeg, MB: Red River College

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V. EVALUATION PROCESS/GRADING SYSTEM:**Tests 30%**

Two tests at 15% each. Dates for tests will be announced in class and posted on LMS.

*As per the testing policy, Tests/Quizzes must be completed on the date scheduled. If unable to attend **due to illness or extenuating circumstances**, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.*

Active Experiential Learning/Collaborative Teams and Reflective Practice 20%

You will be assigned a collaborative team that you will work with for the entire semester. This will involve working within a collaborative team to complete Active Experiential Learning (AEL) activities related to course topic areas. You will be expected to actively engage in discussion within your collaborative team. Some classroom learning will occur in the form of workshops that are delivered from professionals in the community.

If you are not present or you do not bring all the necessary materials or you are not fully participating for any of the activities, this will impact your grade in this evaluation factor.

As part of this evaluation factor you will be engaging in professional practice. This will encourage you to actively reflect on what you have learned and to also develop professional practices that will enhance the learning process.

Also, students will choose one professional development workshop or activity to attend over the course of the semester and reflect on this learning experience. This will be explained in class and on LMS.

Class Preparation Notes 15%

As part of this evaluation factor, you will be submitting "Class Preparation Notes." The process for submission will be discussed in class and posted on LMS.

Research Project on an Area of Special Need 35%

Students will research a child with a particular need. This will involve gathering information on the disability and how this impacts on the young child's development. Strategies will be proposed for ways that the early childhood educator working in an inclusive setting can support this child to achieve his/her full potential. This is a process assignment and components will be submitted over the course of the semester. Requirements will be communicated in class and posted on LMS.

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- *Assignments must be submitted on the due date, at the beginning of class, unless other Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the professor. Late assignments will be deducted 5% per day, including weekends. Assignments will not be evaluated if they are received more than 1 week after the due date.*
- *All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section about Academic Dishonesty posted on the Student Portal. NOTE- The Learning Specialist will assist with APA formatting.*
- *In-class or weekly assignments (class preparation notes) are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work, discussions and course expectations.*
- *Students are responsible for retaining a file of all assignments. Students should keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.*
- *Requests for extensions due to illness or extenuating circumstances must be made before the assignment due date*

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student

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wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

Your professor reserves the right to modify the course, as he/she deems necessary to meet the needs of students.

Dates for projects or tests may be revised depending upon course content/flow.

Students will be informed of any changes in class and through LMS.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

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CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.